

Pflugerville Independent School District

Park Crest Middle School

2026-2027

Accountability Rating: B

Distinction Designation

Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness



Mission Statement

The mission of the Pflugerville Independent School District is to provide a quality education with a commitment to excellence by facilitating learning in a safe and nurturing environment.

Vision

Our students are...

Productive citizens committed to the community.

Enthusiastic learners who practice continual self development.

Sensitive to others' needs and feel safe, both physically and emotionally.

Applying and understanding technology.

Positive role models.

Setting challenging personal goals to achieve their full potential.

Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Value Statement

We believe that...

The community expects and supports a quality education as the key to student success.

A strong work ethic strengthens our schools and community.

A safe community contributes to the quality of life in Pflugerville ISD.

All individuals have worth.

Education is an important priority that keeps our community productive and healthy.

Our children are afforded equitable educational opportunities to achieve their potential.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Park Crest Middle School is located near downtown Pflugerville, is comprised of students coming from five different elementary schools, and feeds into two nearby high schools. We are part of a quickly expanding district but in a particularly land-locked location and thus growth has been fairly consistent. Twenty to thirty students transfer to Park Crest each year. The fall enrollment number is scheduled to be 800 students.

Student Demographics - Park Crest Middle School (Source TAPR, On Data Suite, and Skyward)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	964	972	883	768	715	682	762
African American	23.0%	21.7%	22.5%	4.5%	22.1%	21.3%	19.03%
Hispanic	38.9%	39.3%	42.8%	42.7%	43.2%	46.2%	46.98%
White	25.3%	25.6%	21.9%	20.1%	20.6%	19.7%	23.1%
American Indian	0.3%	0.3%	0.2%	0.3%	0.1%	0.29%	0.13%
Asian	6.0%	6.3%	6.1%	6.3%	6.2%	6.01%	5.51%
Pacific Islander	0.2%	0.3%	0.0%	0.0%	0.1%	0.3%	0.1%
Two or More Races	6.2%	6.5%	6.3%	6.3%	7.7%	6.3%	5.1%

Students

Park Crest is a has many different student groups. This diversity is something we view as our greatest strength, and helps expose students to peers of different races, ethnicities, cultures, religions, and backgrounds.

Student Special Program Identification and Participation - Park Crest Middle School (Source: TAPR, OnData Suite)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	48.3%	44.1%	43.4%	43.4%	36.8%	50.0%	51.05%
Emergent Bilingual	7.8%	9.5%	10.5%	14.1%	15.7%	16.2%	14.3%
At Risk	46.6%	43.0%	64.4%	55.5%	55.1%	54.0%	54.5%
Special Education	14.4%	16.2%	16.3%	15.7%	13.9%	17.0%	19.4%
Gifted and Talented	12.6%	12.8%	11.6%	12.5%	13.2%	13.0%	13.1%
Dyslexia	8.1%	4.8%	8.6%	9.9%	10.4%	12.0%	11.8%
Section 504	12.2%	12.6%	8.6%	13.2%	13.7%	13.0%	12.2%
Immigrant	0.8%	0.6%	0.8%	0.8%	1.7%	3.0%	2.76%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	10.9%	11.8%	11.2%	13.9%			

During the 2024-2025 school year, 56.1% of Park Crest students identified as At-Risk and 50% identified as economically disadvantaged. The percentage of Emergent Bilingual students grew from 15.7% to 16.2% in the 2024-2025 school year.

Staff

Teacher Demographics - Park Crest Middle School (Source: TAPR)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Count	64.1	66.2	65.8	59.5	57.2	52.1
African American	9.4%	7.7%	9.5%	11.9%	15.4%	6.1%

Teacher Demographics - Park Crest Middle School (Source: TAPR)						
Hispanic	16.1%	16.8%	14.6%	13.5%	12.6%	7.1%
White	74.5%	75.5%	75.9%	73.0%	70.0%	38.9%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	1.7%	2.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Nearly half the teaching staff at PCMS have a decade or more of experience as classroom teachers.

Teachers by Years of Experience - Park Crest Middle School (Source: TAPR)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Beginning Teachers	5.3%	1.2%	5.1%	14.8%	6.9%	4.0%
1-5 Years Experience	22.3%	23.6%	16.6%	15.4%	28.4%	13.4%
6-10 Years Experience	16.9%	19.1%	17.6%	18.1%	20.3%	10.0%
11-20 Years Experience	40.0%	26.6%	31.8%	23.5%	21.4%	10.6%
21-30 Years Experience	15.6%	24.9%	24.4%	24.8%	21.3%	13.0%
30+ Years Experience	Not reported	4.5%	4.6%	3.4%	1.7%	1.0%

Park Crest Middle School has 22 eligible teachers for the Teacher Incentive Allotment Program. Of those 22, 8 have met the requirements for the program for a rate of 36%.

Demographics Strengths

Demographic Strengths

Park Crest has a diverse student body who represent a majority minority school.

Our faculty is made up of a group of educators in which nearly half of the teachers have 11 years or more of experience.

The faculty continues to become more racially and ethnically diverse with the addition of new staff members.

Park Crest is located in central Pflugerville and has the opportunity to partner with local businesses and our PTO.

Park Crest has a tenured staff that will continue into the 2026-2027 school year with one new to the profession teacher.

Park Crest Middle School has 22 eligible teachers for the Teacher Incentive Allotment Program. Of those 22, 8 have met the requirements for the program for a rate of 36%.

Student Learning

Student Learning Summary

Student Learning Summary

STAAR Longitudinal Results for Mathematics & Reading Language Arts (Source: Texas Assessment)

Park Crest Middle School's 2026 STAAR scores in math show increaaes in 8th grade math approaches and meets and is comproble in masters performance. The Algebra I scores remain steady with a 99% pass rate.

Math	Approaches					Meets					Masters				
	2026	2025	2024	2023	2022	2026	2025	2025	2023	2022	2026	2025	2024	2023	2022
Grade 6	68%	70%	78%	77%	72%	25%	26%	43%	34%	33%	3%	6%	13.0%	7.3%	9.0%
Grade 7	32%	45%	41%	47%	35%	10%	14%	3%	19%	10%	0%	0%	1.0%	3.2%	3.1%
Grade 8	76%	73%	85%	77%	61%	50%	45%	61%	4%	26%	15%	17%	26.1%	13.6%	6.5%
Algebra I	99%	99%	99%	99%	98%	88%	85%	82%	83%	70%	56%	65%	57.8%	52.5%	56.0%
RLA	Approaches					Meets					Masters				
	2026	2025	2024	2023	2022	2026	2025	2025	2023	2022	2026	2025	2024	2023	2022
Grade 6	72%	79%	86%	80%	73%	55%	58%	64%	53%	41%	32%	30%	29.8%	22.6%	20.8%
Grade 7	74%	81%	79%	83%	77%	54%	59%	53%	55%	55%	26%	28%	24.6%	29.1%	33.1%
Grade 8	91%	83%	83%	85%	78%	64%	57%	54%	55%	53%	32%	30%	23.8%	28.6%	33.2%

Math Performance

6th Grade Math - by Student Group

MATH: 6th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	246	68%	25%	2%
Economically Disadvantaged	110	53%	15%	2%
Black/African American	45	53%	53%	2%
Hispanic	116	61%	61%	1%
Asian	12	83%	33%	0
White	64	90	46%	7%
Emergent Bilingual	33	57%	12%	0%
Special Education	61	34%	8%	0%

7th Grade Math - by Student Group

MATH: 7th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	125	30%	10%	0%
Economically Disadvantaged	63	23%	4%	0%
Black/African American	27	18	0	0%
Asian	2	0%	0%	0%
Hispanic	70	34%	12%	0%
White	18	27%	16%	0%
Emergent Bilingual	17	17%	5%	0%
Special Education	47	19%	2%	0%

8th Grade Math - by Student Group

MATH: 8th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	236	75%	49%	14%
Economically Disadvantaged	105	66%	40%	9%
Black/African American	45	62%	33%	9%
Asian	10	100%	80%	40%
Hispanic	115	72%	47%	12%
White	14	90%	63%	23%
Emergent Bilingual	19	47%	31%	5%
Special Education	33	48%	21%	11%

Algebra I - by Student Group

MATH: 8th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	101	99%	88%	56%
Economically Disadvantaged	29	96%	79%	51%
Black/African American	12	100%	100%	91%
Asian	12	100%	100%	91%
Hispanic	12	97%	94%	54%
White	33	100%	87%	60%
Emergent Bilingual	7	86%	71%	57%
Special Education	3	100%	100%	66%

Reading Performance

6th Grade Reading by Student Group

ELA: 6th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	248	74.60%	57.60%	32%
Economically Disadvantaged	110	65%	43%	21%
Black/African American	45	56%	38%	11%
Asian	12	75%	66%	25%
Hispanic	117	72%	52%	28%
White	65	92%	83%	57%
Emergent Bilingual	33	48%	18%	0%
Special Education	61	34%	15%	5%

7th Grade Reading by Student Group

ELA: 7th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	222	77%	56%	27%
Economically Disadvantaged	89	64%	44%	18%
Black/African American	37	59%	46%	16%
Asian	11	82%	54%	36%
Hispanic	112	77%	51%	22%
White	47	87%	72%	46%
Emergent Bilingual	21	43%	23%	4%
Special Education	50	44%	20%	4%

8th Grade Reading by Student Group

ELA: 8th Grade 2025 STAAR - BY STUDENT GROUP				
	Total Students	Approaches	Meets	Masters
Park Crest MS - All Students	236	91%	64%	33%
Economically Disadvantaged	106	87%	51%	23%
Black/African American	46	89%	41%	22%
Asian	14	100%	85%	71%
Hispanic	108	88%	63%	29%
White	54	67%	81%	42%
Emergent Bilingual	23	69%	34%	8%
Special Education	33	66%	24%	6%

Texas English Language Proficiency Assessment System (TELPAS) Performance

The Park Crest Domain 3 ELP component score exceeded the target by _____% and met the longitudinal target.

Summary of Findings

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2026 Closing the Gaps Summary

Closing the Gap Summary for STAAR 2025:

Reading Language Arts

The target for the All Students group was -44 % - Park Crest Middle School met this with a score of 59%.

The target for the African American student group was 32% - Park Crest Middle School met this with a score of 40%.

The target for the Hispanic student group was 35% - Park Crest Middle School met this with a score of 56%.

The target for Park Crest's High Focus group was 33% - Park Crest Middle School met this with a score of 46%.

All evaluated super groups for RLA were met.

Mathematics

The target for the All Students group was 47% - Park Crest Middle School met this with a score of 39%.
The target for the African American student group was 32% - Park Crest Middle School met this with a score of 22%.
The target for the Hispanic student group was 39% - Park Crest Middle School met this with a score of 35%.
The target for Park Crest's High Focus group was 36% - Park Crest Middle School met this with a score of 29%.

Reading Language Arts met standards in the following areas:

- All students, African American, Hispanic, White, Two or more , and High Focus with a need to improve with our Asian students.

Math did not meet standards in the following areas:

- All students, African American, Hispanic, White, Asian, Two or More, and High Focus.

2026 Accountability Ratings

Missed Closing the Gaps Targets

- Math: - All students, African American, Hispanic, White, Asian, Two or More, and High Focus.
- Reading: Asian Student Group

Student Learning Strengths

Park Crest's achievement shows the following strengths:

Student Learning Strengths

STAAR 2026 Algebra I - 56% Masters Level
STAAR 2026 Algebra I - 88% Meets Level
STAAR 2026 Algebra I - 99% Approaches Level

STAAR 2026 Math Grade 8 - 17% Meets Level - an increase of 5 points longitudinally
STAAR 2025 Math Grade 8 - 72% Approaches Level - an increase of 10 points longitudinally

STAAR RLA Grade 8 - Meets increased by 7% and masters increased by 2%

TELPAS 2025 - The Park Crest Domain 3 ELP component score exceeded the target by 16% and met the interim Closing the Gaps target.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Park Crest's STAAR math results are below the Closing the Gaps targets for all evaluated student groups for Academic Achievement and Academic Growth.

Root Cause: Specific and strategic Tier 2 strategies including small group instruction are strategies we will continue to improve upon.

Problem Statement 2: Park Crest's reading scores are below our targeted goal to reach a score of a B and increase our masters level scores.

Root Cause: Specific and strategic Tier 2 strategies including small group instruction are strategies we will continue to improve upon.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Park Crest Middle School has adopted the Trauma Skilled Schools model as well as the Restorative Practices model to create a change in how students' needs are met and to increase the number of minutes a student spends in class due to out of placement disciplinary measures. Park Crest Middle School has been identified as a school who has a greater number of students in groups Hispanic and African American serving these placements. Teachers have received training on Restorative Practices and we are continuing to implement strategies in each classroom.

Park Crest Middle School is engaged in the PLC process. PLCs meet 3-4 times per week to unpack the curriculum, build assessments, lesson plan, and disaggregate data. PLCs will meet vertically one time per week. Park Crest Middle School is engaged in a Vertical Team PLC process that includes data analysis, study, training, and implementation cycles. These meetings take place one time per week and include training and coaching from principals, instructional coaches, and other facilitators. All PLC groups will study data and create action plans that will be monitored and adjusted to meet student needs and increase student mastery.

Park Crest Middle School students is engaged in Career and Technology pathway learning that includes: career inventory, career study, and guest speakers. This process exposes children to CTE and the avenues students may take when they reach high school. The intent is to facilitate learning so that we as district have more students who are completing their career study programs.

All students who did not meet Approaches on the STAAR 2026 assessments for science 5th grade will receive intervention through advisory to meet their needs and the requirements of HB1416.

Students who did not meet Approaches on the STAAR 2025 assessments for math and reading 5th, 6th, and 7th grade assessments will receive intervention with their TIA certified teacher, in an intervention course, or within the advisory period.

Park Crest attendance rates for the 202-2026 school year averaged ____%. Park Crest continues to have a pattern of chronic absenteeism; however it decresaed from

Chronic Absenteeism Rates				
2020-21	2021-22	2022-23	2023-24	2024-25
3.0%	22.7%	15.0%	15.7%	14.2%

Park Crest has employed measures at the teacher, counselor, parent liaison and principal level to ensure all students are attending class. Park Crest previously purchased the program, SchoolStatus to assist in contacting stakeholders; however, the district has purchased the program. Park Crest will continue to engage parents through this platform.

Intervention measures begin with letters sent home weekly and teacher intervention phone calls. Counselors and principals monitor attendance and reach out to parents through phone calls, texts, emails, and home visits.

School Processes & Programs Strengths

Park Crest Middle School has designed a master schedule and meeting schedule that provides a variety of tools including the following:

- Vertical Team meetings one time per week by content area (math, reading, science, and social studies);
- Grade Level Team meetings one time per month to discuss processes and student needs and successes;
- Professional Learning Committee meetings four times per month to analyze learning, design tier 1 and tier 2 strategies, and intervention lessons;
- Park Crest Middle School teachers have the ability to plan and work with others to meet student needs through planning, PSST, and shared leadership;
- Students are involved in an incentive program and receive points for behaving appropriately on campus to reinforce behavior;
- Restorative practices are used campus wide to support relationships between students and staff;
- All students at PCMS have an agenda to streamline communication with parents, provide resources, and assist in student's organizational habits;
- School Status is utilized by all faculty in order to communicate with parents and families through text, phone call, and email;
- School Status also allows faculty to monitor attendance rates daily student by student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Intervention structures and curriculum are not research based, but teacher created.

Root Cause: Research based curriculum and software need to be implemented to meet students tier 2 and tier three academic needs.

Problem Statement 2: The percentage of students with chronic absenteeism at Park Crest Middle School is 14.2%.

Root Cause: Attendance tracking and communication systems are not smooth.

Perceptions

Perceptions Summary

Park Crest Middle School Crest and Den System:

The Park Crest Middle School Den System was created in 2022 . This program has continued to promote SEL conversations and learning, reward students for appropriate behavior, and create team unity.

UpBeat Teacher Survey Scores:

The Park Crest MS Crest was designed to build relationships and core values of our school. We continue to work on our UpBeat scores and faculty and staff culture.

The UpBeat Survey reveals these areas of strength:

1. Collaboration: 91 - an increase of 10 points
2. Principal/Teacher Trust: 95 with an increase of 7 points
3. Parent/Teacher Communication 94 with an increase of 6 points

The engagement score at Park Crest is 81 with a 6.7 point increase. In comparison with the Global Middle, Park Crest outperforms all other middle schools by 6.8 points.

The UpBeat Survey reveals these areas for consideration:

1. Professional Development on campus and districtwide. - This area increased by 9 points, however, with a score of 75, there are needs to be addressed.
2. School Safety and Order - question 16: "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes" - Showed a 10 point decrease.

PCMS and PCMS PTO:

The Park Crest PTO is strong and has funded greater than 15 teacher lead projects or needs on campus during the past school year. In addition, the PTO partnered with Park Crest for a fundraiser raising over \$4000. This fundraiser was used to assist the Puma Closet and Puma Food Pantry, staff culture and climate events, and teacher needs.

Teacher Retention Rate:

Park Crest Middle School retained 47:55 teachers for a retention rate of 85% for the upcoming 2026-2027 school year which included 3 teachers retiring and two moving.

Park Crest Middle School Drop Out Rate:

Park Crest currently has a drop out rate of 0.7%. This is attributed to 2 leavers who Park Crest will continue to attempt to locate.

Attendance Rate:

Park Crest's 2024-2025 daily attendance rate averaged to 94.8%. This is an increase to the 2023-2024 attendance rate of 0.7%.

Perceptions Strengths

Park Crest's survey data reveals increases in the following areas:

The Park Crest PTO is a strong advocate for Park Crest and its teachers. This partnership continues to create a foundation of support for families and teachers.

The Park Crest Closet and Pantry continues to assist families and promote service to our community.

Park Crest's attendance rate is increasing and our teacher retention rate is high.

Park Crest has increased its communication and partnership with parents and guardians.

Park Crest has inclusive practices for students, staff, and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Park Crest teachers do not believe that all teachers hold students accountable for school rules.

Root Cause: Campuswide rules and expectations need to be redefined and teachers held accountable for following the expectations.

Problem Statement 2: Park Crest has an overrepresentation of certain student groups in out of placement settings.

Root Cause: Park Crest will continue to refine Den systems, point systems, SEL learning, and parent support.

Goals

Revised/Approved: October 7, 2026

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: By May 2027, Park Crest will have retained at least 95% of our highly qualified educators that entered during the summer of 2026.

Evaluation Data Sources: Retention Rate

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: By July 2027, Park Crest will strategically recruit highly qualified staff.

Evaluation Data Sources: Staffing reports

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 3: By the end of the 2027 school year, principals and teacher leads will develop and lead vertical team professional learning bimonthly.

Evaluation Data Sources: Vertical Team Agendas
Small Group Implementation Walk Through Data

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 4: By the end of the 2027 school year, the PRIDE team will lead two faculty meetings to build learning and community across the campus.

Evaluation Data Sources: Staff Survey Data

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 5: The campus administration team will focus on data and coaching structures and enagage in learning to refine structures and frequency of teacher conversations.

Evaluation Data Sources: Student Master scores
TTESS scores

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2027, there will be increases in Growth and Achievement on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 64 to 68
- Approaches from 68% to 80%
- Meets from 39% to 50%
- Masters from 14% to 25%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2027, there will be increases in Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 67 to 75%
- Approaches from 80% to 90%
- Meets from 59% to 65%
- Masters from 31% to 40%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2027, there will be increases in Achievement at all performance levels on 8th grade STAAR Science tests for all

student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Approaches from 87% to 95%
- Meets from 74% to 85%
- Masters from 48% to 60%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2027, there will be increases in Achievement at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Approaches from 70% to 90%
- Meets from 41% to 60%
- Masters from 20% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: Park Crest Middle School will improve 2027, TELPAS English Language proficiency ratings with an at least 70% of Emergent Bilingual students making progress from the prior year.

Evaluation Data Sources: TELPAS results, Accountability reports

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By the end of the 2026-2027 school year, Park Crest Middle School will conduct a career inventory, design career lessons, and provide guest speaker opportunities.

Evaluation Data Sources: 8th graders prepared for pathway decisions

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: By the end of the 2026-2027 school year, 100% of Park Crest 8th graders participate in guidance and counseling activities to increase their knowledge about college, career, technical, and military post-secondary options and all students will have access to "College and Career Friday activities" provided during advisory and intervention time.

Evaluation Data Sources: Schedule of activities

Goal 3: PfISD will connect high school to career and college.

Performance Objective 3: During 2026-2027, 100% of Park Crest MS 6th and 7th grade students will participate in daily physical activity in a physical education class or through school-wide activities; at least 80% of 8th grade students will participate in daily physical activity in a physical education class or through school-wide activities to insure coordinated school health services. All required students will participate in FitnessGram.

Evaluation Data Sources: FitnessGram participation

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: The Park Crest Middle School Parent Liaison will create, communicate and facilitate two strategic parent and family involvement events aimed at improving parents' navigation of campus resources to improve student achievement. Parent Liaison will host family engagement events to encourage Parent and community member participation.

Evaluation Data Sources: Parent Involvement Survey
Community Event Sign-In
Number of students served through the PC Closet
Number of families served through no hungry Puma
Parent Events
Attendance Rate
FRL Rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the 2026-2027 school year, Park Crest Middle School will reduce the number of disciplinary removals and eliminate the over-representation of student groups who receive out of placement consequences.

Evaluation Data Sources: Referral Data
Restorative Practices Implementation
Trauma Skilled Schools - Den System Implementation

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Park Crest MS will collect information from students regarding their perceptions of school safety, programs, and culture by completing a survey in both the Fall and Spring semesters.

Evaluation Data Sources: Provide campus staff with solutions that include qualitative feedback from students.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By the end of the 2026-2027 school year, Park Crest will increase the attendance rate from a daily average of 94.5% in the prior year to 97% and decrease the chronic absenteeism rate from 14.6% to 10%.

Evaluation Data Sources: Attendance Reports -- Weekly, Monthly, Quarterly, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Park Crest Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from 80(B) to an 87
- Domain 1 Rating will improve from B to B or above
- Domain 2 Rating will improve from B to B or above
- Domain 3 Rating will maintain a C or improve to a B.

Evaluation Data Sources: Accountability Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Park Crest Middle School will decrease its current drop out rate of 0%.

Evaluation Data Sources: Student Drop out Rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: Park Crest Middle School will continue implementing the Den System (House System) in order to create connectedness and belonging on campus and will decrease In School Suspension recidivism.

Evaluation Data Sources: Belonging Survey from Trauma Informed Schools

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

Park Crest Middle School is engaging all students into an intervention process using IXL to reinforce and extend mathematics learning.

Park Crest will create a meets and masters level intervention and extension group for students currently in 8th grade who scored at the meets/masters level in Spring of 2026 in order to continue their growth.

Monitoring of Plan Implementation

The campus will monitor minutes and implementation of IXL in our intervention classes as well as in mathematics classrooms with a specific focus on student group performance.

The campus will monitor PLCs and analyze data within PLC meetings, vertical meetings, and in quarterly data conversations.

The district will monitor implementation of the Local Improvement Plan through the existing School Improvement support structure. Monitoring will focus on both implementation of the identified improvement strategy and evidence of its impact on student outcomes.

District monitoring will include Campus Support Team meetings, a review of student performance data, and coaching by School Improvement staff. Effective Schools Facilitators and/or District Instructional Coaches will provide differentiated support based on campus need and will communicate implementation progress, barriers, and needed adjustments to district and campus leadership.

The district will review evidence of implementation and student progress each quarter to determine whether the strategy is being implemented as intended and whether adjustments to the plan or level of district support are necessary.

Additional District Actions if Implementation is Unsuccessful

If monitoring indicates that the improvement strategy is not being implemented with fidelity or is not producing sufficient progress toward identified student performance goals, the district and campus will identify the underlying barrier and adjust the improvement approach.

Additional district actions may include increasing the frequency or intensity of coaching and Campus Support Team monitoring, providing targeted professional learning or technical assistance, and assigning additional district staff or external support providers..

Reallocation of Resources

Campus leadership is conducting weekly observations to provide timely feedback and coaching to teachers.

The district will prioritize and reallocate resources to campuses identified for school improvement based on demonstrated need. Identified campuses will receive differentiated support from Effective Schools Facilitators and District Instructional Coaches, campus-based coaching and support, leadership development and professional learning, and access to district and external technical assistance aligned to the campus improvement strategy.

The district will also prioritize time and staffing capacity for identified campuses through differentiated Campus Support Team meeting frequency, district leadership involvement, protected time for campus leadership teams to engage in data analysis and improvement planning, and coordination of district initiatives and external supports to reduce duplication and maximize time available for implementation.

When additional resources are needed to successfully implement the improvement strategy, the district will identify and direct available grant, federal, state, or local resources to address the identified need.

Student Performance Goals

Math				
Grade / Course	2026 Baseline	Proposed 26-27 Leading Indicator	Campus Finalized 26-27 Leading Indicator	2029 Wildly Important Goal
Grade 6	69% / 25% / 3%	73% / 30% / 9%	73% / 30% / 9%	80% / 40% / 20%
Grade 7	32% / 10% / 0%	48% / 20% / 7%	48% / 20% / 7%	80% / 40% / 20%
Grade 8	75% / 50% / 15%	75% / 50% / 15%	75% / 50% / 15%	90% / 60% / 30%
Algebra I	99% / 88% / 56%	100% / 89% / 63%	100% / 89% / 63%	100% / 90% / 75%

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums